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ABSTRACT

Part-time faculty are essential to the accomplishment of the mission of postsecondary occupational education institutions. A commitment to excellence requires a comprehensive, systematic design for part-time faculty recruitment, development, assessment, and integration into the institution's delivery system. Careful attention to recruitment recognizes that the part-time teacher often personifies the institution for the student. Once recruited, part-time personnel must be integrated into the educational environment, made aware of its requirements, and provided with necessary support. A comprehensive orientation process for new faculty might include an intake interview, reinforced by group orientation. Use of a checklist guarantees that all important issues are discussed. Institutions must develop an equitable remuneration system. The legal issues surrounding part-timers' property rights to the teaching position and tenure can be clarified with a contract specifying institutional policies. Faculty rights to equal protection, their place in collective bargaining, and the position of accrediting agencies should be considered. Use of a part-time faculty handbook and provision of adequate support services are important elements of the integration process. Other elements are systems of part-time faculty evaluation and development, which have a direct impact on educational excellence. From the demographics of their use to their role in needs assessment and institutional marketing, part-time faculty are an integral part of the mission of postsecondary institutions. (SK)

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Information Series No. 300

PART-TIME OCCUPATIONAL FACULTY: A CONTRIBUTION TO EXCELLENCE

Michael H. Parsons
Hagerstown Junior College

ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

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For further information contact:

Program Information Office
National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Telephone: (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio
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FOREWORD

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is one of 16 clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered into the ERIC database. This paper is of particular interest to vocational and adult education practitioners and administrators at the postsecondary level.

The profession is indebted to Michael H. Parsons, Dean of Instruction at Hagerstown Junior College, Hagerstown, Maryland, for his scholarship in the preparation of this paper. Since receiving his doctorate in education from Western Michigan University, Dr. Parsons has participated in a number of postdoctoral training programs. In 1982 he was an Andrew W. Mellon Fellow in the Carnegie-Mellon University College Management Program, and in 1980 he attended the Kellogg Foundation's National Institute on Staff and Organizational Development held at the University of Texas at Austin. He is the author of a number of publications on the topic of part-time faculty and served as the editor of *Using Part-Time Faculty Effectively*, a New Directions for Community Colleges Sourcebook published by Jossey-Bass in 1980

Recognition is also due to Bernard Ferreri, Associate Vice-Chancellor, City Colleges of Chicago; David Pucel, Professor of Vocational Education, University of Minnesota; and James Long and Robert Norton, Senior Research Specialists, the National Center for Research in Vocational Education, for their critical review of the manuscript prior to its final revision and publication. The author wishes to thank the following individuals for their assistance with the development of the manuscript: Robert Anderson, Judson Flower, and James Henderson of the Mountain States Association of Community Colleges; Atlee Kepler, President of Hagerstown Junior College; and Sandy Krieger, the author's assistant at Hagerstown Junior College.

Susan Imel, Assistant Director, and William Hull, Vocational Education Specialist, the ERIC Clearinghouse on Adult, Career, and Vocational Education, coordinated the publication's development. They were assisted by Sandra Kerka. Jean Messick typed the manuscript, and Janet Ray served as word processor operator. Editing was performed by Michele Naylor of the National Center's editorial services.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Part-time faculty continue to play a vital role in postsecondary occupational education despite reductions in budgets in some institutions and increasing diversity of students. Not only do part-time faculty expand educational program offerings, but the part-timers contribute a vitality and creativity of their own to the institution. This paper explores the recruitment and use of part-time faculty in postsecondary institutions. The author discusses legal issues, the need for support systems, evaluation, and development of part-time faculty members. Their role in marketing the institution is also emphasized.

A systems view of the part-time faculty member prevails throughout the paper. The paper begins by emphasizing the importance of recruitment, fair employment practices, and equitable compensation as a means of ensuring that part-time faculty members become integrated into the institution. Recruiting the right person to teach a specific course requires planning and effort. Therefore, recruitment needs to be an aspect of an institution's strategic plan in which it identifies the market to be served and the niche to be occupied. Once identified, qualified part-time personnel must be integrated into the educational environment, made aware of its teaching requirements, and provided with the necessary support services. The paper suggests a number of employment practices that will ensure that this occurs. Such strategies as intake interviews, group orientation sessions, and support for instructional services will assist the part-timer in becoming a part of the institution. Finally, the matter of compensation is discussed. There are a number of existing systems for compensating part-time faculty, including hourly rate, per-credit-hour rate, and prorated share of the amount paid to a comparable full-timer. The more complex the institution, the greater the likelihood that several bases of renumeration will be used to compensate part-time faculty.

A number of legal issues surrounding the use of part-time faculty are discussed, including property rights and tenure, contracts, equal protection, collective bargaining, and accreditation regulations. A major legal issue has been part-timers' claim of "property right" to a teaching position. A review of related court cases leads to the conclusion that, if part-timers have been able to expect either property rights or tenure through institutional policy, regulation, or established practice, it may be possible to establish them through court action. However, the use of a comprehensive contract that addresses the issue of property rights is recommended to avoid litigation. The part-time faculty contract must be reinforced by governing board policy and enforced by institutional regulation.

A series of cases have tested the concept of equal pay for equal work, for example, that part-time teachers are equal to full-time teachers and thus should be compensated on the same basis. However, no clear trend has emerged from court actions on these cases. A system that assures equitable rates and reasonable differences among part-time personnel rather than differentiating between full- and part-time personnel is recommended.

Part-time faculty are also involved in the unionization issue. Fifty-eight percent of existing contracts in 2-year colleges cover part-time faculty, although the recent trend has been away from inclusion of part-timers in the full-time faculty bargaining unit. It is suggested that each institution arrive at a position regarding collective bargaining for part-time faculty through careful analysis and planning and then communicate this position consistently.

Another legal issue associated with the use of part-time faculty is accreditation. Although there is no uniform pattern for the regulation of use of part-time faculty by accreditation bodies, the following generalizations are made regarding their posture toward part-timers:

- Program coverage requires the presence of at least one full-time faculty member.
- Use of part-timers must be accompanied by a generally understood procedure for limiting their numbers, clearly defined reasons circumscribing their use, and control over their qualifications.

The importance of teaching support systems for part-time faculty is also emphasized. These include communication, a part-time faculty handbook, and technical support services. Regardless of the organization, communication is a critical problem that is magnified by the limited time part-time teachers spend at the institution. However, it is suggested that effective communication can be accomplished through regular communication vehicles that the part-time faculty receives at an established location from an on-site supervisor. A part-time faculty handbook is the most commonly mentioned element of teaching support systems. Generally, faculty handbooks consist of five sections: location and organization, teaching support, teaching procedures, items of institutional regulation, and an appendix of commonly used institutional forms. Finally, the author points out that providing part-time faculty technical support services can enhance their role internalization and identification with the institution. The most common technical support services are office space, use of media or audiovisual equipment, and clerical support services.

A commitment to institutional excellence requires part-time faculty evaluation and development. Each institution needs an evaluation system that will achieve part-time faculty potential through development and evaluation. To accomplish this, a two-dimensional framework consisting of formative and summative objectives is suggested. The formative objectives clearly articulate the relationship among institutional mission, goals, and roles and responsibilities of part-time teachers, whereas the summative objectives provide the database and direction needed to evolve a faculty development program that takes into account the different motivations of part-time faculty and is tailored to their needs. A comprehensive evaluation design should include the following elements:

- It should be multidimensional (i.e., include self-, supervisor, and student assessments).
- It should be implemented on a regular basis and in a structured manner.
- It should ensure confidentiality.
- It should be timed appropriately.
- It should allow part-timers to have input into the use of evaluation results.

The goal of part-time faculty development should be the improvement of instruction through assessing evaluation data and conducting development activities that remedy weaknesses. A suggested core program for faculty development consists of the following elements:

- Elements of the institution's mission
- Characteristics of students and motivational techniques
- Instructional development and delivery

- Legal aspects of postsecondary teaching
- Testing techniques for student assessment

The public relations value of part-time faculty members should not be overlooked by the institution. Often, these faculty members come from the community served by the institution. Their integration with the institution brings a reality base to instruction that enhances student learning. They can also help with marketing the institution. Their role as marketers makes them an important element in tailoring the institution's response to a changing service area or community.

Part-time faculty members comprise an essential element of any postsecondary occupational educational program. From the demographics of their use to their role in needs assessment and institutional marketing, they are an integral part of the mission of postsecondary institutions.

Information on the role of part-time faculty may be found in the ERIC system under the following descriptors: Accreditation (Institutions); Collective Bargaining; *Compensation (Remuneration); Contracts; *Equal Protection; *Excellence in Education; *Faculty College Relationship; Faculty Development; *Faculty Evaluation; Faculty Handbooks; Faculty Recruitment; Institutional Role; *Part Time Faculty; Postsecondary Education; Services; Teacher Effectiveness; *Teacher Orientation; Tenure; Vocational Education. (Asterisks indicate descriptors having particular relevance.)

PART-TIME FACULTY AND THE QUEST FOR EXCELLENCE

The last half of the 1980s presents a series of interesting challenges to institutions providing occupational and adult education. The children of the post-World War II "baby boom" are in their 40s. Also, the number of traditional students, ages 17 to 19, entering postsecondary education is projected to decline through the end of the decade (Haub 1984). Concurrently, American technology is changing at a rate unprecedented in our history. "The time lag between technological innovation and commercial application used to be 10 to 15 years and is now three to four years" (Miller and Haenni 1983, p. 125). Finally, since the publication of *A Nation At Risk* (National Commission on Excellence in Education 1983), excellence in all levels of education has become a watchword. The impact of these interrelated challenges on society creates the need to examine the strategies available to institutions of postsecondary and adult education for responding to them. Dickens' famous words aptly characterize the situation: "It was the best of times, it was the worst of times . . . it was the spring of hope, it was the winter of despair" (Dickens 1983, p. 1).

The delivery of education and training in an unstable social environment requires planning, analysis, and assessment of a high order. What were considered nontraditional, even controversial, delivery systems yesterday will become commonplace tomorrow. Response to the new challenges will be made with the same or fewer resources in use today. One component emerges from every analysis—the nature of the personnel who will implement the education and training. Who will they be; where will they come from?

During the past 5 years, the literature on part-time teachers has mushroomed. Books, monographs, articles, and editorials abound. The universal recognition is that the use of part-time personnel as a response to uncertainty has become commonplace. It is equally clear that a systematic process for their use has not emerged. Perhaps the new national emphasis on excellence may be used to provide perspective on the development of a system.

The recent release of *Involvement in Learning: Realizing the Potential of American Higher Education* (Astin et al. 1984) indicates the importance of excellence to postsecondary education. The position of the authors is clear: "Excellence in higher education, we believe, requires that institutions of higher education produce *demonstrable improvements* in student knowledge, capacities, skills, and attitudes between entrance and graduation" (p. 15). Their emphasis on accountability and competency development provides useful insight into the role of part-time faculty, the need for curriculum upgrading, and the reality of limited resources. Each challenge may be addressed through the use of part-time personnel. These individuals cost less to employ than traditional full-time teachers; they bring more diverse and current expertise to the classroom and are more malleable in adjusting to the temporal, spatial, and design needs of institutions delivering services to the new clients of postsecondary adult and occupational education. But, there are hazards!

Part-time teachers cannot be used indiscriminately. The emphasis on excellence described previously also presents a consumerism dimension "that these demonstrable improvements occur within *established, clearly expressed, and publicly announced and maintained standards of performance* . . ." (ibid.). Institutions delivering postsecondary and adult education and training must

ensure that the instruction being provided by part-time teachers is commensurate with published standards and with that of full-time teachers. Since students develop their impression of educational institutions as a result of the teaching they receive, it is dangerous to rely on chance to assure that parity of instruction exists.

Part-time faculty are essential to realizing the mission of postsecondary occupational education. They can, and must, contribute to the achievement of excellence in postsecondary and adult education. However, a commitment to excellence requires the use of a comprehensive and accountable design for part-time faculty recruitment, development, assessment, and integration into the institution's delivery system. The result will be the realization of their potential in contributing to the achievement of excellence.

The Demographics of Part-Time Faculty Use

Is the issue of part-time faculty use one of national significance? Most emphatically, yes! In 1966 part-time faculty comprised 23 percent of all college teachers; in 1980, 41 percent (Rhem 1984). The American Association of Community and Junior Colleges (AACJC) collects annual statistics comparing the numbers of full- and part-time faculty used. In 1977 the number of part-timers exceeded, for the first time, the number of full-time teachers in the nation's community colleges (Cottingham, Newman, and Sims 1981). The 1985 AACJC directory shows 252,269 faculty employed in America's 2-year colleges. Of those, 143,205 or 57 percent are employed part time (Mahoney . 85, p. 73). Since 2-year institutions deliver a significant percentage of postsecondary occupational and adult education and training in the United States, much of the focus of this presentation will be directed toward them.

Careful analysis of the AACJC demographic data discloses some interesting trends. Table 1 lists the top 20 states on the basis of the number of part-time teachers used. The percentage of part time to full time varies from a low of 51 percent (New York) to a high of 74 percent (Nebraska). The average for these states is 62 percent. These states account for 70 percent of all 2-year college faculty and 84 percent of part-timers.

The top-20 list reflects other national demographic trends. The densest population of the Nation is found in these states. Income levels are at or above the national average in the majority of them. Rapid technological change is affecting the economy of them all. Finally, the "greying" of the population is obvious in all but a few states (Haub 1984). Since each of these issues directly affects the challenges facing postsecondary vocational and adult education and training, the use of part-time faculty can be part of the infrastructure for meeting these challenges. The rationale for a fully developed delivery system is composed, in part, of national demographics. The issue of using part-time faculty is currently at the stage of emotional rather than empirical analysis. Methodologically, it is difficult to obtain stable, comparable statistics. No national clearinghouse gathers and analyzes data from all institutions providing postsecondary education and training. Individual states collect and report statistics in divergent ways. The literature, published and unpublished, on the topic is in a similar condition.

This monograph will analyze the components of the issue and propose a model for integrating part-timers into the delivery system of postsecondary institutions using existing designs and strategies. A careful review of existing literature suggests that the difference between postsecondary and adult part-time teachers in occupational education is minimal. Therefore, the suggestions made here will apply equally to both groups. It is obvious that part-time faculty will grow in importance in the delivery system of postsecondary institutions. Therefore, efforts should be undertaken

TABLE 1

PART-TIME FACULTY DEMOGRAPHICS—OCTOBER 1984

Full-time teachers: 109,064			Part-time teachers: 143,205
	43%		57%
Top 20 States	**FT**	**PT**	**Percentage**
1. California	16,716	24,338	59%
2. Illinois	5,221	13,360	72%
3. Texas	7,969	10,197	56%
4. New York	8,335	8,687	51%
5. Florida	4,529	7,727	63%
6. Wisconsin	3,278	5,985	64%
7. Michigan	3,339	5,601	62%
8. Ohio	3,283	4,998	60%
9. North Carolina	3,866	4,528	54%
10. Pennsylvania	2,363	4,409	65%
11. Washington	2,694	4,250	61%
12. Arizona	1,603	4,242	72%
13. Oregon	1,667	4,063	71%
14. Maryland	1,876	3,526	65%
15. New Jersey	2,070	3,071	60%
16. Virginia	2,184	3,055	58%
17. Massachusetts	2,236	2,610	54%
18. Colorado	1,169	2,454	67%
19. Nebraska	733	2,114	74%
20. Missouri	1,222	1,764	59%

SOURCE: Mahoney (1985, p. 72). (Reprinted by permission.)

to establish a national information clearinghouse on part-time faculty. Data and strategies for integration could be gathered and used to contribute to accountability and excellence.

Part-Time Faculty Effectiveness: A Conceptual Framework

Change is the greatest opportunity and challenge facing America's postsecondary educational community for the remainder of the 1980s. The seemingly endless advance of our technology creates a unique set of paradigms for postsecondary educators. The training and development needs of business, industry, and the public sector must be engaged. Simultaneously, cost containment is a requirement facing all but a favored few of our institutions. New delivery systems are mandated by the nature of a changing workplace. Realistically, managers must redesign the planning scenarios used to direct their institutions. Emphasis is needed on implementing an effective, locally based infrastructure for partnerships in education. The process is multifaceted, long term,

and incremental (Clark 1984; Miller 1984). Part-time faculty have a central role to play in the response to change. The purpose of this monograph is to propose a conceptual framework based on synergy, a concept suggesting cooperation among discrete elements of the process resulting in a total effect greater than that achievable by any single element. The reciprocity takes into consideration the individual needs and motivation of the part-time teacher and the collective needs and expectations of the students and the institution.

The first dimension of the design is availability. With the rapid rate of change affecting society today, it would be nearly impossible to maintain a cadre of competent full-time teachers to respond to shifting needs, even if resources were not a limitation. Part-time personnel combine the virtues of current expertise and interest in teaching. Their availability and willingness to teach should not be exploited. They must be integrated into the institution. The employer needs to make available the resources, support, and training required to realize the potential inherent in the part-time teacher.

The second dimension of the design is responsibility. Both part-time faculty and institutions have strengths and limitations. The design must reinforce the former and overcome the latter. In this case, part-time faculty are responsible for devoting sufficient time and motivation to the teaching task so that their expertise is transmitted to the students. The institution is responsible for providing support systems that elicit maximum return from the limited time that the part-time teachers can devote to the teaching task.

The third dimension is a marketing perspective. In an era of plateauing campus enrollments, demands for new delivery systems, and expanding markets among nontraditional clients and in nontraditional locations, the institution's ability to modify its delivery system requires new strategies. In the process of opening new markets and serving nontraditional clients the institution will be required to locate personnel with expertise and attitudes suited to implementing the changing delivery system. Reciprocally, part-time faculty who hold these skills and attitudes can serve as agents for the institution in changing the system. The synergy emerges from the interaction between the needs of the institution and the strengths of the new agents.

The final dimension of the conceptual framework is the ethical consideration that undergirds the design. Since part-time personnel have, at best, a tenuous relationship to the institution, the temptation exists to use them without regard for their rights or importance to the changing delivery system. Also, the part-time teacher viewing the relationship to the institution may be tempted to treat the teaching responsibility lightly, devoting no more than minimum effort to preparation, delivery, and assessment. An ethical imperative facing both groups is to design a system that protects the rights of both parties and continually reinforces the fact that both are committed to a common goal—service to the client.

The aforementioned conceptual framework is quite theoretical. However, sufficient research and practice exist to permit the identification of the critical incidents necessary to realize its potential. The next five sections of this monograph—becoming a part of the system, legal issues, teaching support systems, evaluation and development, and a marketing perspective—will delineate the elements necessary to implement the model. Each section of the framework will blend theory with a series of considerations for action designed to improve the effectiveness of both the part-time faculty and the institutions they serve.

BECOMING A PART OF THE SYSTEM

Recruitment Strategies

Early writing on the topic of part-time faculty took for granted the fact that part-timers were abundant and easily accessible (Hoffman 1980; Sanchez 1980; and Vogler 1980). With the rapid increase in the rate of technological change, the emergence of the nontraditional client, and the redefinition of the scope and mission of postsecondary occupational education, the situation has changed.

The identification of the right person to teach a specific course requires planning and effort. The rationale is that often a new or nontraditional student takes a single course. The teacher personifies the institution for that student. If inadequate selection procedures are used, the result, too often, is a mediocre instructor and a dissatisfied student. Further, the failure to select an instructor with adequate expertise or teaching skills may jeopardize the reputation of the institution in the eyes of the businesses, industries, or agencies that rely upon it as a source of employees, technical assistance, or personnel retraining.

An integrated design that makes all members of the institutional community recruitment agents is effective. Specific individuals to use include full-time faculty; part-time faculty; members of occupational/technical advisory committees; local educational agency faculties, staff, and the personnel director; contacts within business, industry, public sector agencies, and city or county government. In specific instances in which special expertise is required, the use of media advertising has proven successful (Parsons 1980). The alternatives are clear. Boggs (1984) reports: "Procedures for recruitment and hiring of part-timers are less formal, less rigorous, and less advertised than those for full-time faculty. . . . In addition to providing no measure of quality assurance, loose recruitment and selection procedures may limit the cultural diversity of the instructional staff" (p. 15). At a time when the mission of postsecondary occupational education is undergoing rapid change, it is essential to provide order and structure. Only through an integrated design that draws upon existing institutional strengths will the desired results emerge.

What have proven to be the most fruitful sources of part-time personnel? The literature yields some agreement on the issue. Local educational agency personnel are commonly used. Personnel from business, industry, public sector agencies, and local government bring needed expertise. Community groups including professional societies, American Association of University Women chapters, and the League of Women Voters increase the diversity of the part-time teacher cadre (Fox 1984; Leslie, Kellams, and Gunne 1982; Ughetto, Sanderson, and McLeod 1983). Since the emphasis is placed on expertise, teaching skill, credentials, and availability, any source that meets these preset criteria and produces candidates is acceptable.

A recruitment issue that has emerged recently is the relative merit of hiring part-time faculty solely from the local market. Gappa (1984) suggests that this practice possesses some competitive disadvantages: the shortage of highly specialized personnel, teaching schedules that discourage applicants, noncompetitive salary scales, and technical limitations that prevent their employment.

On the other hand, postsecondary institutions providing occupational education are part of the local market. Recent research in technology adaptation and transfer suggests that "colleges must adopt proactive planning strategies that anticipate the technological needs of their service area yet do not expand beyond the capability of business and industry to respond. Such balance will insure that the colleges remain facilitators of the transfer of appropriate technology" (Parsons 1983, p. 2). The issue of the scope of recruitment and other accompanying limitations is best analyzed as an aspect of an institution's strategic plan in which it identifies the market to be served and the niche to be occupied.

A final strategy that is emerging as a source of personnel retraining and technological upgrading is personnel exchange with the private sector. Through a process of negotiation, a business, industry, or agency agrees to provide a postsecondary institution with a part-time teacher who instructs a selected course "on company time." In return, full-time teachers visit the cooperating business, industry, or agency to conduct training, review new technology, or share in research or development activities. The linkages resulting from the process produce a flow of information and technical exchange useful to both parties. The chairman of the board of Mack Trucks, Inc., Alfred W. Pelletier, proposes that "we must encourage a regular exchange of personnel between training and industry on a short duration basis to ensure relevance to current and anticipated needs" (Pelletier 1983, p. 21).

Once the recruitment process is complete, planning begins. Strategies must be identified and implemented that integrate the part-time teacher into the fabric of the institution. Both an individual and group dimension are important. Finally, the institution must provide support to ensure that the new teacher realizes the potential that led to the initial recruitment. Employment is a complex process.

Employment

Once identified, qualified part-time personnel must be integrated into the educational environment, made aware of its teaching requirements, and provided with the necessary support services so that the requirements may be met. The process is tripartite.

The initial dimension takes an individual focus. The intake interview may be conducted at a variety of levels. Hammons (1981) summarizes the issue succinctly: "Should all adjunct be under the jurisdiction of one individual, such as the director of part-time faculty, or should adjunct faculty be placed within the purview of the appropriate department/division chairperson—or both?" (p. 48). A careful review of existing models suggests that size seems to be a determining variable. Larger institutions report that the process is the responsibility of the department or division head (Brams 1983; Gappa 1984; Maguire 1983-84; Rabalais and Perritt 1983). Smaller institutions assign this responsibility to the appropriate dean or director (Behrendt and Parsons 1983; Ughetto, Sanderson, and McLeod 1983). Regardless of the location, it is essential that the process be structured so that copies of important policies, regulations, and procedures are provided to the part-time teacher, the opportunity for questions and discussion occurs, and the part-timer may provide information relevant to placement on the salary scale or discuss teaching concerns and general institutional procedures. The staff of the 2-year college development center of the State University of New York at Albany developed a prototype adjunct instructor preparation checklist (Winter, Fadale, and Corrado 1980). The initial design of the checklist was somewhat limited, so the authors recommended that institutions adopting it modify the content to fit their institutional needs. Figure 1 represents such a modification. The checklist is printed on two-ply paper so that both parties retain a copy after the intake interview.

During the interview with the _____ :

___ Receive college catalog

___ Receive part-time faculty handbook

___ Review location of:

- ___ Classroom(s)
- ___ A/V equipment/materials
- ___ Conference areas
- ___ Emergency telephone
- ___ Learning Resources Center
- ___ Cafeteria
- ___ Library
- ___ Teaching/Learning Center
- ___ Clerical Services/Faculty Secretary
- ___ Bookstore (textbook(s)* and parking sticker)

*ORDER FROM PUBLISHER IF TIME PERMITS

___ Discuss procedure for receiving mail from the college

Is mailbox requested? ___ yes ___ no

___ Discuss beginning and ending dates of class(es)

___ Discuss course syllabus

___ Discuss class roster(s)

___ Discuss final examination requirement

___ Discuss midterm deficiencies and final grades

___ Discuss teaching evaluation

___ Discuss salary (full enrollment of ____ for full pay)

___ Salary set at: -B B M D Step $

___ Complete a W-4 form

___ Have official transcripts sent to

_____ _____

Instructor Institutional Official

_____ _____

Date Date

Figure 1. Part-time faculty checklist

The checklist focuses upon three elements of the individual intake process. First, the part-time teacher is provided with important support materials. The college catalog contains such useful items as the institutional calendar, including holidays, dates when grades are due, the day of final examinations, and the like; institutional grading procedures; course and program descriptions; and a wealth of other information that will help the part-timer organize the teaching. The part-time faculty handbook is the most useful support document that is given to the part-timer. It serves as the individual's link to the institution's operating system. The manual will be described in detail later in this section. The second element is an orientation to the teaching environment. Included are classroom location, source of audiovisual equipment, access to an emergency phone, procedures for clerical support, library materials, and teaching assistance. More mundane items include parking procedures and cafeteria location. Since the part-time teacher functions as a guide and communication link for the students enrolled in the class or classes taught, details of this nature should not be overlooked. The final element includes those procedures that ensure the smooth flow of information and support to the part-timer and the return flow of data from the individual to the institution. Class rosters, mail, evaluation, salary, transcripts, grades, and the like are essential to the harmonious functioning of the person and the institution. Careful review of these items will assure effective achievement of the joint responsibility held by teacher and institution.

There is little doubt that individual intake interviews provide much of the information needed by the part-time teacher. However, reinforcement is a sound teaching technique, and many individuals learn better when they are able to discuss regulations, procedures, and general issues in a group setting. Therefore, a group orientation is a logical reinforcement for the individual interview.

The group orientation can assume many forms. Pierce and Miller (1980) recommend a concentrated preservice training program, Brams (1983) describes a divisionally based workshop, and Rabalais and Perritt (1983) describe a modularized system of orientation. Whatever design is chosen, certain elements should be common to the process. First, the part-time personnel need to meet those individuals with whom they will be interacting during the course of their teaching. Division or department heads, counselors, directors of admissions, financial aid personnel, audiovisual technicians, deans, and the like should become more than disembodied names in a catalog. The president of the institution, as the personification of its mission, should have a role, live or through the use of media. Finally, time must be allocated for the part-timers to become acquainted with each other. Peer support at the discipline, division, or institutional level is important to the development of a sense of identification with the institution (Ughetto, Sanderson, and McLeod 1983). Time spent on group orientation will reduce problems caused by lack of understanding and commitment.

The third element of the employment process is the provision of support to assist the part-time teachers in achieving inherent instructional potential. Support divides into three general categories. First, it is essential that the "tools of the trade" be accessible to the part-timer. Keys to laboratories must be available; AV equipment must be present or obtainable with minimal stress; books, periodicals, films, slides, software, and other instructional support items should be accessible from a library, media center, divisional resource room, or central location. Lolley (1980) indicates that one reason why part-time personnel make more limited use of these items is difficulty in gaining access to them.

Second, it is essential that part-timers develop a sense of unity with the institution through the possession of "cards of identity" (Goffman 1959). Parking stickers, clerical assistance, faculty ID cards, office space, and professional development activities tailored to the needs of part-timers provide tangible recognition of their affiliation. Efforts need to be expended to develop these accouterments of the faculty role for part-timers. The result will be improved instruction as part-timers identify more closely with the institution (Maguire 1983-84).

The last dimension of support is involvement with full-time faculty. The need for interaction is twofold. Parity of instruction is the goal of part-time faculty development. Full-time faculty function as the referent norm. If the two never interact, the possibility of parity is severely limited. Also, the interaction fosters an important symbiosis. The part-timer often has current business, industry, or agency expertise to share with the full-timer. In return, the full-timer has insights into discipline trends and curriculum design that are useful to the part-timer as a result of greater time to devote to research and reading. A mechanism that permits the groups to interact fosters parity and improves instruction in general. A support design will be analyzed in greater detail as a component of professional development for part-time faculty.

Compensation

Several related issues have resulted in the increased use of part-time faculty to deliver post-secondary occupational education. Technological expertise, availability, and flexibility are all important. Cost savings, however, may be the most significant issue. Recent research indicates that part-timers are paid as little as one-third the amount paid to full-time teachers (Boggs 1984; Gappa 1984). There is considerable debate over the ethics of the pay disparity. Guthrie-Morse (1981) suggests that part-timers whose pay systems contain no incentives to improve teaching may experience a qualitative decline in educational offerings. Ughetto, Sanderson, and McLeod (1983), in a survey taken among part-time faculty, report that "the common complaint was inadequate remuneration. This group felt their wages should be more closely in line with the full-time faculty salary scale" (p. 16). However, since part-timers are required to perform fewer tasks, spend less time on campus, and teach fewer students, the disparity is not intrinsically unethical. As Gappa (1984) points out, "Strict prorating of pay for part-time faculty is not equitable for full-time faculty, because full-timers' salaries reflect time spent on a wide array of duties other than teaching" (p. 71). The challenge is for the institution to develop an equitable remuneration system that differentiates among part-timers based on their education, experience, and expertise.

The variety of existing systems is extensive. Yet, they may be grouped into three generic types: hourly rate, per credit rate, or a prorated share of the amount paid to a comparable full-timer (Tuckman and Tuckman 1981). The results of the national survey conducted by Leslie, Kellams, and Gunne (1982) indicate that the more complex the institution, the greater the likelihood that several bases of remuneration will be used. The nature of the system or systems used will depend upon the particular characteristics of the institution. Some basic requirements for an equitable system include the following: that it be published and available to part-time teachers; that provision be made for advancement through the system based on positive evaluation; and that placement differentiation be made on the basis of experience, education, and expertise. Whatever process an institution uses to compensate its part-time teachers, they deserve the basic human right of fair consideration of their interest in equitable compensation.

The fringe benefit issue is even less clear than that of compensation. Leslie, Kellams, and Gunne (1982) are very specific: "The general rule is that only a minuscule fraction of part-timers qualify for benefits" (p. 78). Group fringe benefits are often categorized under two broad headings: health and retirement benefits. The former include medical insurance, workers' compensation, and sick leave. The latter is made up of social security, retirement plans, and life insurance. Tuckman and Tuckman (1981) report that fewer than half of the part-timers surveyed were covered by social security. Workers' compensation and unemployment insurance are state-level benefits and, therefore, vary greatly in their application. Medical and health insurance plans are even more particular; they are usually institution or system based. In general, the emphasis on ethical balance—security promoting loyalty—should be the motivating factor dictating the treatment of part-time faculty.

Fox (1984) presents an interesting summary of the issue: "We must realize part-time faculty have become a significant force in the attainment of the goals of the (institution) and should be given proper consideration. At some community colleges this includes sick leave with pay, bookstore discount, subsidized health and/or retirement plan, and faculty ID with associated privileges as part of the reward system" (pp. 20-21).

The final aspect of the compensation issue is job continuity. Part-time faculty, in general, do not possess property rights to their jobs. However, increased reliance upon them to achieve the objectives of postsecondary occupational education makes it essential that a balance between continuity and loyalty be developed. Tuckman and Tuckman (1981) recommend published procedures that answer the following questions: "What types of courses will part-timers be hired for and what rights, if any, will they have to other courses in their employing department or division?" and "What criteria govern which part-timers will be asked to teach a course and what criteria, if any, will be used to create permanent attachments to their employing institutions?" Finally, "Will part-timers have any representation within their departments or at a higher level of the institution when policies affecting their work environment are formulated?" (p. 6). Leslie, Kellams, and Gunne (1982) present a quality of good practice design that calls for a franchise in academic governance and the right to procedural justice. These trends suggest that postsecondary institutions need to promulgate a list of rights for the part-time teacher. The specific nature of the document will be dictated by institutional circumstances, but the common goal will be to integrate the part-timer and the institution. The return will be greater commitment to institutional objectives and improved teaching.

LEGAL ISSUES INVOLVING THE USE OF PART-TIME FACULTY

Property Rights and Tenure

Part-time faculty are not referred to in most state statutes, institutional policies, or general regulations that delimit property rights, equal protection, and statutory rights. Therefore, the decisions of the State and Federal courts are filling the void. Head (1979) indicates that the major issue is the part-timers' claim of a "property right" to the teaching position. Two Supreme Court cases, *Roth v. Board of Regents*, 408 U.S. 564 (1972), and *Perry v. Sinderman*, 408 U.S. 593 (1972), outlined the basic property rights of part-time faculty. In both cases the part-timer's contract was not renewed. In the former, the Court held that simple nonrenewal of the contract did not entitle him to a hearing on the matter. "The state, in declining to rehire the respondent, did not make any charge against him that might seriously damage his standing and associations in his community." Further, the Court also found that the conditions of employment did not provide a property interest. "To have a property interest in a benefit, a person clearly must have more than an abstract need or desire for it. . . . He must, instead, have a legitimate claim of entitlement to it. . . . Thus the term of the respondent's appointment secured absolutely no interest in re-employment for the next year. They supported absolutely no possible claim of entitlement to re-employment" (Andes 1981, p. 10). In the latter, the Court held that a series of short-term contracts may, under certain conditions, establish a legitimate expectation of reemployment unless the employer showed "sufficient cause" for dismissal. "The respondent must be given an opportunity to prove the legitimacy of his claim of such entitlement in light of the policies and practices of the institution. Proof of such a property interest would not, of course, entitle him to reinstatement. But such proof would obligate college officials to grant a hearing at his request, where he could be informed of the grounds for his nonretention and challenge their sufficiency" (ibid.). The element common to these cases is that although the constitution does not guarantee a property right one can be established through appeal to existing institutional rules or previous practice. What other element seems to influence property rights?

The element that seems to have the most impact on the issues of property rights and tenure is the policy framework of the institution. If through policy, regulation, or established practice part-timers have been able to expect either property rights or tenure, it may be possible to establish them through court action. Conversely, if no such institutional variables exist or if the state or other political jurisdiction has a statute banning these practices, then legal action is likely to be ineffective.

The Contract

The most effective procedure to use in avoiding the lack of clarity that leads to litigation is the preparation and use of a comprehensive contract when employing part-time faculty. It is important that the document be checked for compliance with institutional and state statutes by the institution's counsel. The document should be executed between the two parties as soon as is practical following the intake interview. The model included here (figure 2) can be printed on two-ply paper

We are looking forward to your association as a part-time member of the instructional staff of _____ College. Your assignment for the _____ semester of the college year includes the following:

_____ _____ _____ semester hours
_____ _____ _____ semester hours
_____ _____ _____ semester hours

Your total salary for the semester will be and this amount will be divided into _____ payments of _____. For FY _____ a course must have a minimum of students enrolled to guarantee full pay for an instructor. Participation in the College's fringe benefit program is not available to part-time faculty.

A copy of the class schedule is enclosed for your information. Further obligations of your teaching responsibility are detailed in the College's Part-Time Faculty Handbook; your division chairperson will give you a copy.

The College reserves the right to conduct an evaluation of your performance during the semester. If you are selected for evaluation, you will be informed by your division chairperson.

Further, the College reserves the right to terminate a part-time appointment at any time if, in the judgment of the dean of instruction after consultation with the division chairperson, the appointee's performance of professional and personal responsibilities is incompatible with the standards required by the College.

This offer of employment is contingent upon adequate student enrollment and the availability of full-time staff. It should also be noted that the time you spend as a part-time employee of the College will not count toward tenure if you ever join the staff on a full-time basis.

To indicate your acceptance and understanding of this agreement, please sign and return the enclosed copy. You may retain the original for your own record.

We hope that your assignment for this semester will prove to be a challenging one.

Sincerely,

/

College Official

The conditions of employment for a part-time instructor as outlined in this contract are reasonable and acceptable to me. I understand that this contract is for the stated session only and does not obligate the College for future employment on either a full- or part-time basis.

Date _____ Signature _____

Figure 2. Part-time faculty contract

so that the part-timer and the institution both retain copies. The contract should specify the number of courses, their titles, and the credit hours they generate. The compensation agreed upon must be included. For convenience it may be helpful to list the pay dates covered by the document.

The contract helps to reinforce the intake interview. For this reason, specific reference is made to the class schedule and the part-time faculty handbook. Also, the institutional chain of communication is highlighted through mention of the division chairperson.

Institutional rights are an essential aspect of the contract. Reference to evaluation and termination procedures ensures that these rights are explicit and reserved to the institution.

Finally, the issue of property rights is addressed directly. Both enrollment and the availability of full-time faculty are presented as conditions of employment. More important, it is stipulated that part-time employment does not provide property rights to continued employment. The contract is an essential element in the institution's employment structure.

The document does not stand alone as a barrier to litigation. Governing board policy and institutional regulations must reinforce it. In the case of the former, a clear statement that part-time personnel are not eligible for tenure must be adopted. Also, a statement regarding the limitations of the part-time contract, i.e., no guarantee of continuing employment, must be made. The institution's operating manual should reinforce these policies with regulations and procedures that implement them. Administrators and supervisors should inform part-timers of these regulations and procedures. Further, applicable components need to be extracted for inclusion in the part-time faculty handbook. The result of structure and planning will be clarity of institutional position and limitation of litigation.

Equal Protection

The equal protection concept is the result of a series of interpretations of the 14th Amendment to the U.S. Constitution. The argument is presented that the 14th Amendment requires "equal pay for equal work" and that part-time teachers are equal to full-timers. The best known case is *Peralta Federation of Teachers, Local 1603 v. Peralta Community College District*, Alameda Co. Superior Ct. No. 449 204-3 (1975).

The union alleged that "part-timers perform the same functions as permanent instructors, they have the same credentials, they teach the same classes and they have the same duties" (Head and Kelley 1978). The district responded that there is a "rational basis" for differential pay because part-timers have less experience, perform fewer functions, and generally possess lesser credentials. The court ruled that the "rational basis" did exist for paying "temporary" faculty less than full *pro rata* pay (ibid.).

Since the classification "part-time faculty member" has not been proven "suspect" and given that increased pay and benefits are not constitutional rights, the "rational basis" test is the proper one to employ in part-time equal protection cases. Thus, a part-timer invoking the 14th Amendment would have to demonstrate that an institutional pay scale is arbitrary or irrational, and this would be extremely difficult to accomplish. The institution, however, need merely show, as in the *Peralta* precedent, that in some way part-timers are not equal to full-timers.

Other statutes that have been invoked to achieve equal protection include Title VII of the Civil Rights Act of 1964 and Executive Order 11246, September 24, 1965, as amended by Executive Order 11375, October 13, 1967, which require nondiscrimination and affirmative action; the Age Discrimination in Employment Act of 1967, 29 U.S.C. § 621, et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.; the 1973 Rehabilitation Act, 29 U.S.C. § 701, et seq.; and the 1974 Equal Pay Act 29 U.S.C. § 418, et seq. (Leslie, Kellams, and Gunne 1982). Although these statutes have generated considerable activity, no court-reinforced trend has emerged.

Gappa (1984) suggests that an interesting new interpretation may be emerging from court action. "The legal precedents discussed under 'equal protection' may soon be obsolete. Although recent legislation and court cases about 'comparable worth' have addressed the compensation of workers outside academe, the concept of comparable worth could have a considerable impact on the salaries of part-time faculty in the near future" (p. 46). Whatever direction court precedent goes, institutional action is indicated.

Part-time faculty comprise an important element of the institution's commitment to achieving excellence. In effect, their employment and development comprise part of the institution's capital investment effort. Therefore, it is important that an equitable, cost effective compensation system be designed. Obviously, a rationale for the difference between full-and part-time faculty needs to be a part of the system. Further, given the differences among part-timers in experience, expertise, and education, the problem may be less one of differentiating between full- and part-time compensation than of assuring equitable rates and reasonable differences among part-time personnel. In essence, the process calls for the preparation of a system that takes cognizance of equal protection issues rather than coping with litigation surrounding the issue.

Collective Bargaining

Unionization has been a major factor in the changing postsecondary educational scene for the past 2 decades. Part-time faculty are caught up in the unionization issue. Baldridge et al. (1981) report that 21 percent of union contracts contained provisions covering part-timers in 1973. By 1979 the percentage had risen to 36. Two-year colleges, which have a higher percentage of unionization, reflect a growth from 21 percent to 58 percent.

The evaluation of the bargaining unit issue can be traced through the actions of the National Labor Relations Board (NLRB). Prior to 1973, the board favored inclusion based on two factors: the application of current practice as found in industry and the extension of earlier educational precedents based on work load and length of service (Head 1979).

The NLRB reversed its earlier stand in a landmark 1973 decision, *New York University*, 205 NLRB No. 16 (1973). The board stated: "After careful reflection we have reached the conclusion that part-time faculty do not share a community of interest with full-time faculty and therefore should not be included in the same bargaining unit" (Head and Kelley 1978, p. 51).

The new precedent that established the composition of the unit was described as "mutuality of interest in wages, hours, and working conditions" (ibid.). In the *New York University* case, mutuality did not exist because of the differences in compensation, participation in governance, eligibility for tenure, and working conditions. After assessing the differences, the NLRB concluded that the inclusion of part-timers would "impede effective collective bargaining" (ibid., p. 52).

The NLRB determines unit composition on a case-by-case basis using the facts presented. In most instances since the *New York University* case, the board has found in favor of exclusion. There are, however, some indicators that the position may be shifting. Leslie, Kellams, and Gunne (1982) report their national survey revealed limited growth of part-timer inclusion in the full-time unit. However, at least three institutions have separate units composed exclusively of part-time faculty (ibid.). How do the unions themselves view the role of part-time faculty?

Leslie, Kellams, and Gunne (1982) report that the three major national faculty organizations—the American Association of University Professors (AAUP), the National Education Association (NEA), and the American Federation of Teachers (AFT)—have slightly varying positions on the issue of representing part-time faculty interests (ibid.). The AAUP is on record as favoring limited use of some part-time faculty. The position is based on the competing roles of career and family. The creation of some "full status" part-time positions would allow the pursuit of both. However, part-timers can present economic and quality control threats to established standards of compensation and professional self-regulation. Therefore, the NEA has labeled the reliance on part-timers as "a major problem for full-time faculty in higher education" (ibid., pp. 60-61). Their position characterizes part-timers as a "corps of unregulated personnel" who are subject to exploitation "by unscrupulous administrators and boards of trustees" (ibid.). The NEA argues for mutuality of wages, hours, and working conditions. The AFT position is similar to that of the NEA. The organization opposes increased reliance upon part-time teachers. Their rationale is that part-timers undercut the essential rights of financial security, seniority, peer review, and due process won for full-timers through hard bargaining (ibid.).

The unions' collective position is easily understood. The division of their forces can lead to perceived weakness at the bargaining table and increased difficulty of contract ratification. Therefore, they want as much control as possible over the institutional work force. Their goal seems to be the conversion of as many faculty positions as possible to full time. Those that remain should share a mutuality of interest in wages, hours, and working conditions so that eligibility for unit membership follows.

The position taken by the institution requires analysis and planning. Once a community of interest is established, the rationale exists for part-timers to claim equal protection, tenure, and *pro rata* pay. It is essential that the institution balance the ethical and capital investment components of the part-time issue with the economic realities of the budget. Published policy, regulations, and procedures must reflect the results of the analysis.

Accreditation Regulations

Most institutions that deliver postsecondary occupational education come under the scrutiny of accreditation associations. There are two generic types, regional and specialized. The former are voluntary confederations designed to provide comprehensive quality control. The latter are mandatory agencies whose approval of programs regulates access to practice. Leslie, Kellams, and Gunne (1982) report on a survey of 58 of them with a response rate of 74 percent. In general, there is no uniform pattern for the regulation of the use of part-time faculty. Since the Leslie study focuses, in great detail, on the university setting, this analysis will review those agencies that deal with the 2-year and technical setting.

Overall, each state has a set of accrediting standards affecting the use of part-timers. In Maryland, for example, at least 50 percent of the credit hours generated by a 2-year college must be taught by full-time faculty (Maryland State Board for Higher Education 1980). Each institution must be aware of how its particular state standards affect the use of part-timers.

The regional accrediting associations also have specific standards. The New England Association of Colleges and Schools requires that "a substantial majority" of the faculty should be full time. The Southern Association of Colleges and Schools requires at least one full-time faculty member in each vocational or technical curriculum. The Middle States Association of Colleges and Schools (MSACS) requires that "criteria for the appointment of part-time . . . faculty and their supervision should be comparable to those for full-time faculty, as should provisions for review of teaching effectiveness and opportunities for professional development and participation" (Leslie, Kellams, and Gunne 1982, p. 68; MSACS 1982, p. 16). Again, each institution must take steps to ensure that its policy, regulations, and procedures for the use of part-time faculty are in compliance with the requirements of the appropriate regional accrediting association.

Most 2-year and technical institutions have programs that require specialized accreditation. These organizations are important because they control the licensure process that leads to the right to practice. For example, the National League for Nursing sets specific ratios between full- and part-time faculty. Also, these ratios are established by the Joint Review Committee for Radiologic Technology Education of the American Medical Association (AMA). Further, the Committee on Allied Health Education and Accreditation (CAHEA) of the AMA prescribes that full-time faculty hold the primary program responsibility in allied health curricula, and CAHEA details the conditions under which part-timers may provide supplemental instruction. In the process of preparing to offer programs that require external, specialized accreditation, institutions need to establish staffing plans that meet established standards.

What generalizations may be advanced regarding the position taken by accreditation agencies, both regional and specialized? The safest assumptions that can be made are, first, that program coverage requires the presence of at least one full-time faculty member. The use of part-timers is acceptable to the extent that they are employed in precisely defined adjunct roles. Second, the use of part-timers must be accompanied by, at least, a generally understood procedure for limiting their numbers, clearly defined reasons circumscribing their use, and control over their qualifications. In essence, the accreditation agencies expect institutions to develop a system for the use of part-timers that is comprehensive, ethical, and committed to the achievement of excellence.

TEACHING SUPPORT SYSTEMS

Communication

With the centrality of the role of part-time faculty to the mission of those institutions providing postsecondary occupational education established, the critical incidents that ensure their effectiveness can be described. Boggs (1984) suggests that the socialization of new part-time teachers is a crucial element. Beyond obtaining technical information, they accept the attitudes and values of the institution. Expectations are communicated by institutional personnel and reference groups established by the part-timers. The intake interview and group orientation process described earlier initiate the process. What elements contribute to its continuation?

As part of a nominal group technique analysis of part-time faculty needs, Fox (1984) reports that communication is "one of the most critical problems regardless of the organization" (p. 21). He suggests that it is magnified by the limited time spent on campus by part-time teachers. His findings are corroborated in the Ughetto, Sanderson, and McLeod (1983) survey of 105 practicing part-timers. When asked "Are you often confronted with questions in the classroom that are college related (not subject related) which you can answer effectively?" 55.3 percent responded "no" (p. 16). Finally, Brams (1983), reporting on a survey of approximately 1,000 part-timers, found concern for college communication prevalent enough to include the topic as one of six staff development modules in a "survival 6-pack" made available to all part-timers. Without doubt, communication is essential to maintaining part-timer effectiveness within the institution. How can it be accomplished?

First, regularly established communication vehicles are essential to the process. Along with the Brams strategy, Cottingham, Newman, and Sims (1981) recommend the use of newsletters and memos (p. 15). Rabalais and Perritt (1983) describe an instructional development system for part-timers based, in part, on the assumptions that "academic administrators wanted to communicate clearly to part-time faculty what was expected of them in their role" and "there must be a process of communication designed to deal with the particular needs of part-time faculty teaching part-time students" (p. 20). Further, Parsons (1980) suggests that selective mailings, use of a weekly bulletin provided to each part-timer, and a special announcement procedure to make them aware of important events will "ensure that (they) feel a sense of identity with (the college)" (p. 50). All of these strategies are inexpensive, easy to establish, and contribute to supporting part-time teachers.

Second, along with the process of communication, there needs to be a location with which to identify. Brams (1983) based her design on an emergent development process located at the departmental level. Bagwell and Elioff (1981) describe a "cadre of teaching and learning consultants" who implement the communication and development functions under the supervision of a director of faculty development for part-timers. Behrendt and Parsons (1983) recommend that "adjunct faculty . . . be assigned to an instructional division rather than having them responsible as a group to a certain . . . individual" (p. 4). Further, division heads are encouraged to include part-timers in divisional activities to improve communication and understanding. Finally, Pollack and

Breuder (1982) suggest that college committees, especially those dealing with curriculum and instruction, "can be structured to allow for elected or appointed representation of part-time faculty" (p. 61). Although care must be taken to ensure that "mutuality" does not become an issue, inclusion does improve communication and provide new perspectives. The location chosen is less significant than the identification of a "place" for part-timers to initiate and participate in the institutional communication process.

Finally, part-timers need a person, along with a process and a place, to make communication continuous, interactive, and rewarding. There are several models available. Hammons (1981), based on work with approximately 1,000 department and division chairpersons, suggests that part-time faculty are primarily the responsibility of these first-line supervisors. He considers the chairperson "perhaps the most important link in the administrative chain," but points out that too often they are not "given enough release time . . . to be able to perform adequately" (ibid. p. 52). Hammons also recommends the possibility of using full-timers as mentors and coordinators to improve communication and part-timers' performance. Gappa (1984) describes the process as being delegated to "an assistant dean, a director of an evening session, or some other administrator" (p. 85). She reports functions performed by these individuals that closely parallel those Hammons assigns to chairpersons. The model chosen will depend upon the individual institution; however, it is essential that all elements—process, person, and place—be present. The result will be the continuation of the process of integrating part-timers into the fabric of the institution initiated during the intake interview and group orientation.

The Part-Time Faculty Handbook

The most commonly mentioned element in the part-time faculty integration process is the handbook. Emmett (1981), in a statement on policy consideration, says, "Part-timers should receive a . . . handbook . . . containing information for part-time faculty who may not be fully familiar with generally accepted academic practice" (p. 2). Cottingham, Newman, and Sims (1981) describe the Pima College manual using the title "survival skills." The manual was designed "to determine what informational and skill needs caused most anxiety and ineffectiveness with part-time faculty and . . . presented (them) with simplicity and clarity" (ibid., p. 15). Parsons (1980) suggests that a manual "lowers anxiety, replaces repetitive briefings, and provides a ready reference for unanticipated questions" (p. 49). The manual can make the integration process both rapid and efficient.

What should be included in a part-time faculty manual? A content analysis of a representative sample of manuals, figure 3, provides insight. The 65 items suggested for inclusion, although listed alphabetically, may be grouped conceptually under five headings. Each plays a specific role in fostering understanding, insight, and improved performance.

The first category is location and organization. Since part-timers are generally unfamiliar with campus layout, floor plans make it easier for them to locate their teaching area. Further, access to floor plans will permit part-timers to assist their students in finding their way around the campus. As a result, part-timers will experience a sense of worth and importance that reinforces integration. Also, most part-timers are unfamiliar with the institutional chain of command. An organizational chart will familiarize them with the flow of information and assist them in understanding their role. Both elements are essential to integration.

The second category includes items of teaching support. These range from audiovisual material through procedures for the use of resource persons. Some of the more visible elements

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Student eva[illegible]ation questionnaire (evaluation)
Tutorial and independent study form

Figure 3. Suggested table of contents for a part-time faculty handbook. The contents represent a compilation of handbooks from Austin Community College, Austin, TX; Clark Community College, Vancouver, WA; El Centro College, Dallas, TX; Hagerstown Junior College, Hagerstown, MD; Lakeshore Technical Institute, Manitowoc-Sheboygan, WI; Montgomery County Community College, Blue Bell, PA; and New Mexico Junior College, Hobbs, NM.

include clerical services, counseling assistance, responsibilities of the department/division chairperson, and instructional and staff development opportunities. If the part-timer is to succeed in delivering instruction that parallels that provided by full-timers, awareness of and access to teaching support is essential. The handbook can provide the mechanism.

Teaching procedures constitute the third category. Items include attendance, class length, procedures for preparing course outlines, credit by examination, faculty absence from class, student conduct, text selection, and tutorial, auditing, and withdrawal procedures. The delivery of quality instruction is based, in part, on smoothly functioning procedures. Part-time faculty have a major role to play in realizing excellence in instruction. Familiarity with procedures is essential to the process; the manual assists part-timers in developing the required familiarity.

The fourth category is items of institutional regulation. They range from an academic freedom statement to veterans' affairs. Some of the more important regulations include copyright, Equal Employment Opportunity Commission statement, grade appeal, keys, personnel data, salary, student placement, and record keeping. The provision of postsecondary adult and vocational education to thousands of diverse students requires order; clear, precise, and understandable regulations produce it. Again, part-timers' role can be reinforced by the manual.

The final category is an appendix composed of commonly used forms. They range from an audiovisual request form to a tutorial report. Essential ones include class admission, course syllabus, part-time contract, and evaluation forms. Recognition of forms and the use of the proper one expedite the access to services. Ease of access and prompt response reduce frustration and reinforce the sense of identity of part-timers. The manual is a useful part of the delivery system.

The manual described here is a process document. Some institutions feel that attention should be given to classroom content. A new publication, *A Handbook for Adjunct and Part-Time Faculty* (Greive 1984), addresses the need. It includes a chapter entitled "Teaching—What It's All About, Planning, Teaching Techniques and Instructional Aids, etc." The monograph is inexpensive and can become an important part of the integration process.

The design selected by an institution will be based on individual circumstances. The important issue is to publish a manual, distribute it widely, integrate it into the system of part-time development, and be sure that it remains current. The result will be a better prepared, more efficient cadre of part-time faculty.

Technical Services

Along with communication procedures and a comprehensive part-time faculty handbook, technical services are important to the process of making part-time faculty a part of the institution. To be fully integrated they must internalize the social role of college faculty members. Goffman (1959) defines social role as "the enactment of rights and duties attached to a given status" (p. 16). He suggests that a social role involves several parts and that each of them may be presented by the incumbent on a series of occasions. The essence of Goffman's argument is that as a person internalizes a role, the individual implicitly requests the observers to take seriously the impression that is presented to them. Part of the process is the presentation of "cards of identity" associated with the role (ibid., pp. 17-22). The process is relevant to the situation facing part-time faculty.

The part-timers surveyed in the Ughetto, Sanderson, and McLeod (1983) study report that there is prestige associated with the role of part-time community college teacher. They accept that

providing instruction is viewed by society as an honorable and respected calling, which also provides personal gratification. Too often, however, part-timers tend to be victims of neglect. Specific problems that seem to contribute to a lack of identity include lack of copying equipment, inadequate library resources, lack of access to supervisors, and in general, a noncollegiate setting that lacked student support services. What action can be taken to remedy these identity-diminishing problems?

There are a number of "cards of identity" that can be used to enhance role internalization and identification with the institution. Physical space is important. Pollack and Breuder (1982) report that most institutions do not provide office space for part-timers. Why not? The "mentor/coordinator" role for full-timers can be extended to the use of full-timers' offices when not occupied. Also, "bull-pen" space with a desk, chair, and filing cabinet can be located in areas adjacent to full-timers to foster interaction (Maguire 1983-84). The assignment of office space also allows the part-timer to interact with students in a manner more nearly approaching that of a full-time faculty member.

Hammons (1981) succinctly sums up the problem facing those part-timers who wish to use educational technology. "Media support, including replacement bulbs for overhead projectors, may end at 4:30 p.m. if the media staff lock the doors and go home" (p. 51). This scenario need not occur. Evening duty administrators (Parsons 1980) or extended day directors (Hoffman 1980) should be assigned the responsibility of assuring that part-timers have access to media services. Further, evening clerical support through a centralized pool or evening receptionist/typist can insure that part-time faculty receive the support services that reinforce their status as faculty members. The emphasis needs to be placed on supporting part-time instructors with those services that contribute to the achievement of their inherent potential. Fox (1984) summarizes the issue concisely: "College administrators must face the fundamental task: Doing what they can to ensure the performance level of the part-time faculty members and the resultant image of the institution portrayed by them, is as affirmative as possible" (p. 21).

Another dimension of the technical services issue is the ability of part-time faculty to cope with teaching related issues and problems. Black (1981), drawing on a nine-state study of part-time faculty instructional practices, reports

> It was concluded from the results of the study that part-time community college faculty were in need of assistance and information in various areas related to instruction. They were perceived to need assistance most in the area of evaluation and in some miscellaneous areas such as handling paperwork. Part-timers were perceived to have other needs for assistance and information in the areas of teaching, students, and community college philosophy. (p. 283)

What can be done to remedy these weaknesses? There are a number of strategies that have proven effective. Brams (1983) reports on the use of a multimedia "survival 6-pack" that permits part-timers to develop needed skills and knowledge in a time frame compatible with their level of institutional commitment. Bramlett and Rodriguez (1982-83) present a series of generalizations drawn from activities developed by the branch community colleges of the New Mexico State University. Two are essential. "Specialized and specific in-service for the part-time faculty . . . needs to be established. . . . Start with the basics. The distinct teaching and service missions of the . . . college must be presented on a continual basis." Then, "Part-time faculty must be made to understand that instructional assistance is not an infringement of their academic freedom but a method and means by which to develop a good teacher" (ibid., p. 41). Also, the Vista College teaching and learning consultants are a flexible, responsive source of expertise and problem solving (Bagwell and Elioff 1981).

The model selected to assist part-timers must be consistent with institutional structure and practice. More important, a model needs to be selected, implemented, supported, and integrated with personnel development and evaluation. The result will be progress toward parity of instruction and excellence.

PART-TIME FACULTY EVALUATION AND DEVELOPMENT

Commitment to Excellence

The issue of excellence in postsecondary education is too often discussed in the abstract. Astin et al. (1984) have attempted to remedy the problem: "Adequate measures of educational excellence must . . . be couched in terms of *student outcomes*—principally such academic outcomes as knowledge, intellectual capacities, and skills" (p. 16). This design requires two dimensions when applied to the use of part-time faculty.

Institutions that provide postsecondary occupational education have two interrelated responsibilities to their clients: accountability and parity. The former requires that faculty, full- or part-time, accept the responsibility for managing student learning. In the latter, empirical assurances must be gathered that demonstrate similarity between the instruction provided by full- and part-time teachers. The design of an integrated system of development and evaluation is essential to meeting these responsibilities.

An important outcome of the integrated development and evaluation model is the fostering of technological upgrading for faculty—full- and part-time. Grubb (1984) describes the utility of "partnerships" with business and industry as a means of securing state-of-the-art equipment and instructors in high-technology areas. Also, there is access to specific training in changing technology. The value of the relationship is the training, interaction, and upgrading of participants. If carefully designed, the evaluation system can function as a needs analysis pointing out areas of weakness. The development system then integrates the resources of full- and part-time faculty in remediating the weaknesses identified through evaluation.

What, then, does a commitment to excellence mean in terms of an integrated development and evaluation system? Hammons (1981) presents an interesting point of view. He suggests that comprehensive financial, personnel, and supervisory commitment to the evaluation and development of part-time faculty is analogous to the capital investment process prevalent on most campuses. The results of capital investment are the management of change, educational accountability, and responsiveness to a dynamic clientele. Support for part-time faculty through a continuous process of evaluation, development, and reevaluation will produce similar outcomes. Without an integration of development, evaluation, and technological upgrading, America's postsecondary institutions run the risk of accepting definitions of excellence that are inadequate for the future. The design that follows is a paradigm for achieving part-time faculty potential through development and evaluation.

An Evaluation System

In his classic *Through the Looking Glass*, Lewis Carroll makes a statement that summarizes the issue of evaluation for part-time faculty. The Cheshire Cat tells Alice: "Where you want to get to determines, in great measure, how you will get there" (Carroll 1963, p. 37). The central questions about the parity of instruction between full- and part-time faculty remain largely unanswered.

Analysis of part-time teaching, when available, provides two generalizations. First, student ratings produce no differences between part-timers and full-timers. Second, assessment of instructional behavior reveals that part-timers do different things in the classroom. Interpretation depends upon the point of view of the evaluator. Adult students appreciate the pragmatism and realism that part-timers contribute to the teaching-learning environment. On the other hand, this approach is often criticized because of its lack of theory, limited conceptual framework, and failure to emphasize library research (Black 1981; Leslie, Kellams, and Gunne 1982). Hammons (1981) summarizes the issue effectively: "Evaluation practices of most colleges are either nonexistent or in need of radical revision. A good beginning point would be to develop a clear statement of purposes for faculty appraisal" (p. 48).

The commitment to excellence described previously is based on an integrated system of part-time faculty evaluation and development. The first element, evaluation, requires a conceptual framework upon which to base the process. Behrendt and Parsons (1983) present the following two-dimensional framework of objectives for the process of evaluation:

Formative Objectives

1. To arrive at a mutual understanding of the general institutional goals as well as specific instructional goals
2. To foster an understanding of how the part-time faculty member fits into the achievement of these goals
3. To help individual adjunct faculty members improve their teaching performance
4. To promote communication among administrators, supervisors, and adjunct faculty members
5. To increase the effectiveness and efficiency of all adjunct faculty as a team, as well as achieving parity between full- and part-time teaching staff

Summative Objectives

1. To gather information to make personnel decisions on retention, salary, promotion, and so on
2. To maintain an inventory of adjunct faculty resources for subsequent use by the institution or possible reassignment or retraining
3. To gather data to conduct research on the factors related to the effectiveness of part-time faculty members
4. To gather information to inform internal and external audiences on the effectiveness and worth of adjunct faculty
5. To use this information to help determine the needs for staff development activities (p. 35)

This design presents several useful components. Hammons and Watts (1983) suggest that step 1 in designing an evaluation system is "to determine what role the part-timer is to play in the institution and what responsibilities will define the role" (p. 19). The formative objectives clearly articulate the relationship among institutional mission, goals, and the roles and responsibilities of

part-time teachers. Emmett (1981) recommends that "The institution needs [a] . . . faculty development program that takes into account the different motivations of part-time faculty and is tailored to their needs" (p. 2). The summative objectives provide the data base and direction needed to develop the program Emmett describes. In essence, the design provides the basis for an integrated system. How should the system be made operational?

The evaluation system must begin at the time of employment. Part-time faculty must be made aware of the institutional commitment to evaluation and development during the intake interview. To reduce apprehension, copies of the evaluation instruments should be provided to the part-time teacher at that time. Instrumentation is an essential aspect of the evaluation process.

Hammons and Watts (1983) recommend that the institution "set up a committee to evolve an appraisal system" (p. 20). An institutionally developed instrument has several advantages. It takes institutional needs into account. Also, the group that develops it has a commitment to its implementation and effectiveness. Finally, it is easily revised to meet changing institutional conditions. There are, however, questions of reliability and validity.

Behrendt and Parsons (1983) describe a procedure for validating in-house instrumentation once it is developed. "The use of a commercially developed system—The Instructional Design and Effectiveness Assessment (IDEA)—provides a data base against which to compare local findings." They describe the experiment: "All full- and part-time faculty were evaluated using the IDEA system. The IDEA institutional summary was compared with the college's frequencies and percentages summary. No significant differences emerged. . . . Given the lack of divergence the college staff accepted that their instruments were valid" (p. 39).

The IDEA experiment also provides insight into the parity issue. "As a result of the design used with the IDEA experiment, it was possible to distinguish between full- and part-time faculty on the IDEA summaries. Again, no significant differences emerged between the two groups" (ibid.). The authors suggest that the results reflect parity. The validation design provides data important to the production of an integrated system.

There are several other elements germane to a comprehensive evaluation design. First, it should be multidimensional; self-, supervisor, and student assessments should be used. Second, implementation should be structured and regular. Behrendt and Parsons (1983) report that part-timers are evaluated in their first course and in alternate ones thereafter. Third, confidentiality is important. It helps to ensure that respondents provide an honest assessment. Fourth, timing is important. Application should occur far enough into the course so that students can respond accurately, yet, not so late that they respond more to grade threat than to instructional content (Frey 1976). Finally, part-timers should have some input into the use of evaluation results. Behrendt and Parsons (1983) describe a part-time faculty advisory committee that uses institutional summary data as part of a process of selecting staff development activities.

What benefits accrue to part-time teachers and the institution from the process of evaluation? Benefits to the part-time faculty include the following:

- Integration into the college's intellectual community and the establishment of psychological ownership of the college's mission
- Improvement of individual teaching effectiveness
- Increased enjoyment and satisfaction in teaching

- Development of potential as a teacher
- Since faculty normally teach subjects closely related to their full-time occupation, improvement in understanding of the subject area leads to an improvement of their full-time job performance.

Benefits to the institution include:

- Better teaching performance, leading to more satisfied customers through effective learning
- A more stable pool of part-time teaching faculty
- The information necessary to make personnel decisions
- An integrated teaching faculty that understands the objectives of the institution
- Increased cooperation with local businesses and industries, who generate support and act as a recruitment source for the community college
- As adjunct faculty are integrated into the institution, they provide assistance in helping to evaluate program effectiveness. (ibid., pp. 40-41)

Evaluation provides comprehensive benefits for part-timers and the institution. How can both parties derive the greatest benefit from the system?

Part-Time Faculty Development

The part-time faculty development system that comprises the reciprocal dimension for the evaluation system has as a goal the improvement of instruction through assessing evaluation data and conducting development activities that remedy weaknesses. Numerous effective models exist. Pierce and Miller (1980) describe a five-faceted model that ranges from preservice training to travel and professional enrichment. Greenwood (1980) presents a design that makes extensive use of a part-time faculty advisory committee to "give voice to the part-timers and evaluate the shortcomings of the institution" (p. 57). Finally, Rabalais and Perritt (1983) develop a module-based system that meets four preestablished goals: "to enhance faculty awareness of administrative expectations relative to instructional practices, to have part-time faculty sufficiently familiar with Hinds Junior College to help meet student needs, to promote effective instructional practices among part-time faculty, and to provide a means of communication with part-time faculty so as to provide support for them" (p. 22). What generalizations may be drawn from a careful review of these models?

Staff development programs for part-time teachers must be as dynamic as the instructional process. Since part-timers traditionally are not trained teachers, a process for pedagogical improvement is essential. Parsons (1980) describes an instructional clinic, Bramlett and Rodriguez (1982-83) suggest a "release time" model for inservice activity, and Fox (1984) explains a nominal group technique for improving the "problem-seeking" and problem-solving dimensions of instruction. The commonality among the systems is the emphasis upon instructional improvement as a process for achieving excellence. Content analysis of several comprehensive development programs for part-time faculty reveals a core of common content. Figure 4 proposes a core program for part-time development.

Core Program

Elements of the Institution's Mission

Characteristics of Students and Motivational Techniques

Instructional Development and Delivery

Legal Aspects of Postsecondary Teaching

Testing Techniques for Student Assessment

Figure 4. Core program for part-time faculty development. The contents were drawn from Bramlett and Rodriguez 1982-83; Brams 1983; Pedras 1985; Rabalais and Perritt 1983; and Ughetto, Sanderson, and McLeod 1983.

Part-time faculty cannot realize their potential when functioning in isolation; they must be part of a comprehensive delivery system. Integration of the part-timers with their full-time counterparts will help realize this end. Brams (1983) describes a development process that begins at the departmental level. Bagwell and Elioff (1981) suggest that teaching and learning consultants under the supervision of a director of part-time development can reduce isolation, provide technical assistance, and assist with the integration of full- and part-timers. Pollack and Breuder (1982) recommend a system that offers part-timers participation in curriculum and instruction decision making through a process of elected or appointed committee membership. Excellence is a process that requires dedication and commitment if it is to be realized. These models underscore the importance of identification with the institution and its personnel if part-timers are to contribute to excellence.

The final element of the process is the attempt to provide part-timers with the support services that are essential to maintaining currency in the area of teaching expertise. Black (1981) describes the need manifested by part-timers for instructionally related assistance. Involvement in instructional development activities could remedy the problem. Lolley (1980) reports that "despite the lack of exposure to (instructional resource applications) meetings, conferences and workshops, part-time instructors reported almost equal use of instructional resources as the full-time instructors" (p. 50). The investment of funds so that part-timers could attend instructional development sessions might allow them to become leaders in the use of instructional resources that would result in progress toward excellence. Finally, Tuckman and Tuckman (1981) present a scenario in which "institutions use their new part-time positions to upgrade the quality of their offerings and to provide a source of new ideas . . . and if some part-timer positions are created for researchers, part-time positions can be used to partially offset the effects of reduced mobility for the profession" (p. 7). Allocation of research, travel, and development funds to this procedure is an investment in excellence.

Development for part-timers is a difficult, time-consuming process. If, however, the institution is committed to achieving excellence, it is both a need and an investment. Gappa (1984) is succinct: "As part-time faculty are usually an economy in themselves, it would appear feasible for institutions to assist them in learning to become good college teachers" (p. 91). Parsons (1979)

recommends the use of an interest inventory with part-time faculty to determine areas in which they perceive a need for development. An example of a part-time faculty interest inventory is shown in figure 5.

A program based on needs as perceived by part-time faculty will contribute to their development as teachers and reinforce the institution's commitment to excellence.

Part-Time Faculty Interest Inventory

(A) Below are listed a variety of concepts that relate to the teaching/learning process. Please indicate your interest in learning more about each of them by circling the appropriate number.

	High Interest	Average Interest	Low Interest	No Interest
1. Nature of the Community College Student	1	2	3	4
2. Classroom Management	1	2	3	4
3. Developing Course Outlines	1	2	3	4
4. Selecting Audiovisual Aids	1	2	3	4
5. Diagnosing Teaching/Learning Problems	1	2	3	4
6. Developing Performance Objectives	1	2	3	4
7. Selecting Text Materials	1	2	3	4
8. Designing a Grading System	1	2	3	4
9. Preparing Test Items	1	2	3	4
10. Increasing Student Motivation	1	2	3	4
11. Using Group Process Skills in the Classroom	1	2	3	4
12. Determining Entry/Exit Skill Levels	1	2	3	4
13. Managing Time	1	2	3	4
14. Developing Effective Lecture Techniques	1	2	3	4

15. OTHER: _____

(B) Please list, in priority order, the five topics that you are most interested in learning more about:

1. _____
2. _____
3. _____
4. _____
5. _____

Figure 5. Part-time faculty interest inventory (Rev. 6/19/85)

PART-TIME FACULTY: A MARKETING PERSPECTIVE

Public Relations

A variety of analytical paradigms have been advanced to explain the significance of the 1980s. Naisbitt (1982) describes the decade as a "time of parenthesis," an era between emphases; Toffler (1981) suggests that a "third wave" presenting a postindustrial focus is sweeping society; Kanter (1983) proposes that "change masters" producing and managing innovation will give direction to the nation; and Drucker (1985) calls for the emergence of an "entrepreneurial society." What significance do these assessments have for institutions that provide postsecondary occupational education?

Alfred (1982) presents a design that provides insight into the question. He describes community colleges as an enterprise needing assistance: "Investment in community colleges for the purpose of developing manpower and ideas is as vital for the recovery of the American economy as is investment to increasing industrial productivity" (p. 43). The source of the investment must be the creative application and expansion of existing resources. Part-time faculty are part of the resource pool.

Useful insight into the nature of their role may be drawn from the Ughetto, Sanderson, and McLeod (1983) survey. The part-timers were asked if they felt that they were "a part of the institution." Seventy-six percent responded affirmatively. Further, 92 percent reported that the courses they taught were related to their full-time employment. Also, 66 percent reported that their classes were populated with the "new client"—part-time adult students. Finally, 84 percent considered their services "appreciated" by the institution. The scenario is clear; part-timers are change agents. They identify with the institution, have access to the business/industry/agency community through their full-time employment, interact directly with the new client, and perceive the institution as appreciative of their services. Careful planning will make them "communication links" to the market segments and venture capital sources needed by the institution.

Alfred (1982) suggests the first step: "Community colleges must be willing to establish cooperative modes for investment in staff and programs with the private sector" (p. 44). There are numerous examples of the process in action. Hodgkinson (1983) describes the "new alliances" as a source of "shared physical and human resources" (p. 227). Grubb (1984) suggests that an "especially important part" of the process is training in general skills (p. 447). The integration of shared resources, technical skill development, and general skill upgrading foster the interaction so essential to economic development for college and community. With their attitudinal set, employment base, and student contacts, part-timers are integral to the implementation of Alfred's community development model.

How will the process occur? Hodgkinson (1983) suggests that "alliances . . . should be initiated at the 'work group' level with support from the central administration" (p. 228). This insight is essential. The integration design presented previously proposes that part-timers have a

"place." Each model reviewed uses a work group design. Therefore, the integration process reinforces the liaison function that part-timers are well suited to perform. They are willing and able to serve; institutions must view them as a new and underused resource, then act accordingly.

Marketing

A significant change emerging in postsecondary education during the 1980s has been increasing competition among institutions for a rapidly changing client pool. Alfred (1982) describes the situation as a "loss of diversity among institutions as a result of regression toward a common norm in enrollments, programs, and finance. Two- and 4-year institutions are becoming homogeneous with regard to program, enrollment, and revenue sources as competition intensifies for a common base of students, programs, and financial support" (p. 44). Specific strategies must be adopted to counteract this trend.

Strategic planning is an effective tactic. Steiner and Miner (1982) provide a useful design. Step 1 is a thorough analysis of the competitive forces operating in an institution's environment. The result is a list that can be used as a basis for evaluating the suitability of strategies being considered. Step 2 is the identification of a niche—the market that the institution can fill either at a competitive advantage based on cost, proximity, technology, or that is not being filled at all. Part-time faculty have a role to play in implementing strategic planning.

Johnson (1982) proposes that "community colleges cannot afford to operate in isolation; monitoring public opinion becomes vital in assessing an institution's place in the community. To remain . . . effective . . . community colleges must sense, serve, and satisfy the needs of the marketplace" (p. 107). How does the process occur? She suggests that partnerships with business and industry result in the meeting of inservice training needs, the attraction of new industry through the development of a trained labor pool, the provision of cooperative education and internships, and the furnishing of jobs for program graduates. Part-timers are intermediaries in the process.

Each of the aforementioned elements can draw upon the special skills possessed by part-time faculty. Parsons (1983) describes technology transfer as being based on two interrelated processes: "the translation of technical knowledge into information about operational tactics and the implementation of technology through the installation and application of new hardware" (p. 2). His examples all include cooperation between full- and part-time faculty in effecting the transfer. Long (1985), reporting on state-of-the-art occupational education in 2-year colleges, describes sources of needs assessment and exemplary program articulations that draw upon the commitment and expertise of part-time faculty. He concludes his review by stating that more 2-year institutions must engage in strategic planning to collect and analyze "variables outside and inside the institution to identify opportunities and threats related to educational quality and efficiency" (ibid., p. 50). A most efficient, cost-effective, and loyal cadre of individuals to draw upon in designing and implementing strategy is the part-time faculty.

CONCLUSION: ACHIEVING EXCELLENCE

From the demographics of their use to the role they can play in needs assessment and marketing, part-time faculty are an integral part of those institutions that provide postsecondary occupational education. Their motivation, expertise, experience, and commitment make them logical participants in the process of achieving excellence. Astin et al. (1984) summarize the process concisely: "Part-time positions should be used to attract individuals with special talents and abilities and to provide flexibility in staffing special programs, not as a method for obtaining cheap labor. . . . Administrators should encourage these instructors to strengthen their ties with the institution, to have contact with students outside the classroom, and to participate in the institutional environment as fully as possible" (p. 36). It is easy to accept this summary as important to the process of achieving excellence, but more difficult to implement. Two perspectives will be used to gain insight.

A theme commonly found in the literature on postsecondary education in the 1980s is resource development. With shrinking Federal, State, and local funding, institutions must seek external, private sources of support. Davidson and Wise (1982) describe the essence of the process: "Those in the . . . profession should continually market their institutions and promote the tremendous impact they have on the quality of life in the community" (p. 65). The impact is the result, in a significant way, of the interaction between institution and part-time faculty. Therefore, the first perspective, resource allocation, must include the part-timers whom Brams (1983) describes as "a reachable cadre with great potential and little time for its development" (p. 42).

The nature of resource allocation requires planning, management, and outcome assessment. The following design (figure 6) is presented as a strategic paradigm for using part-time faculty. Emphasis must be given to the development of a comprehensive, integrated design that fosters interaction between the part-time cadre and the institution. Sufficient resources must be allocated to the process so that it is successful. With a system in place, assessment can begin using a return on investment (ROI) procedure.

The second perspective, ROI, requires detailed, empirical analysis so that decisions will be data based and objective. The need for managing change with, at best, the current level of resources makes institutional commitment to the improvement of the ROI rate essential. Sloma (1980) suggests that the process is rather complex. "ROI determines whether the investment will continue" as well as its relative position on the institution's list of strategic priorities. Further, "ROI can be financial or psychological . . . or even . . . a blend of both" (p. 13). How can an institution determine the relative financial and psychological impact of part-time faculty?

Mathews and Norgaard (1984) help answer the question by analyzing the current situation: "The responsiveness of community colleges to partnerships with the business community is not merely a given; these ties have been carefully and energetically nurtured during the past two decades" (p. 100). The nurturance process depends, in part, on part-time faculty involvement.

I. Recruitment Strategies

A. Statement of institutional goals, objectives

1. Program-specific
2. Outcome-oriented

B. Sources

1. Faculty, full- and part-time
2. Program advisory committees
3. Business/industry/agency liaison
4. Media advertising

C. Personnel exchange

1. Business/industry
2. Agencies

II. Employment Procedures

A. Intake interview

1. Locus
2. Personnel involved
3. Content/orientation

B. Group orientation

1. Participants
2. Content
3. Peer interaction

C. Part-time faculty handbook

1. Content
2. Distribution
3. Feedback

III. Legal Status

A. Statement of institutional policies, regulations

B. Compensation procedures

1. Salary
2. Fringe benefits
3. "Cards of identity"

C. Property rights and tenure decisions

D. Part-time faculty contract

IV. Evaluation and Development

A. Evaluation design

1. Participants
2. Procedures
3. Timing

B. Integration between evaluation and development

C. Development program

1. Components
2. Assessment
3. Feedback

V. Public Relations and Marketing Strategies

A. Part-time faculty commitment

B. Business/industry/agency partnerships

C. The liaison function

Figure 8. A part-time faculty strategic paradigm

The editors of the assembly report assess the tasks facing institutions:

> In order to minimize the conflicting demands of short-term and long-term education and the vagaries of a fluctuating economy, and protect the integrity of an institution's educational mission, local institutions must operate at the community level. . . . This tailoring task requires a strategic approach to institutional planning and program development. It differs from more traditional planning in its explicit and detailed attention to the external environment and by its focus on effective communication and innovation." (ibid., pp. 102-3)

The role for part-time faculty as marketers makes them an important element in tailoring the institution's response to a changing service area or community.

The final element in assessing the ROI from part-timers involves enrollment. The decline of the traditional student has been previously documented. The Mathews and Norgaard (1984) scenario highlights the nature of the new, nontraditional students that will populate our institutions through the end of the century. Without an interactive relationship between part-time faculty and the institution, we will neither recruit them nor meet their needs.

Resource allocation and an assessment of ROI provide the strategic paradigm necessary for evaluating the impact of part-time faculty on the economic and social environments of the institution. It assists in establishing the role they will play in coping with change. A leading management theorist provides an interesting perspective with which to close.

Drucker (1985) suggests that "every generation needs a new revolution . . . . Yet 'revolutions' . . . are not the remedy" (p. 52). He identifies practices that will stabilize the erratic nature of revolution: "Innovation and entrepreneurship are . . . needed in society as much as in the economy; in public service institutions as much as business" (ibid.). These practices must be normal, steady, and continuous if society is to manage change. The impact of the practices on the individual is interesting: "In an entrepreneurial society, individuals face a tremendous challenge—a challenge they need to exploit as an opportunity: the need for continuous learning and re-learning. . . . (They) will have to learn new things well after they have become adults—and maybe more than once" (ibid., p. 55). The issue has come full circle!

For the remainder of the century the mission of the institutions that deliver postsecondary occupational education will be to train and retrain adults for an ever-changing work and social environment. Existing cadres of full-time faculty cannot meet the challenge alone. An essential element of excellence is the integration of a system that identifies, employs, and uses a cadre of part-time faculty to support the efforts of the full-timers. Time is short; the results justify the effort—we must engage the challenge now!

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